

June 1995



English 33
Part A: Written Response
Grade 12 Diploma Examination

Alberta
EDUCATION

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June 1995

English 33 Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections:

- **Section I:**
Personal Response to Literature

Suggested time
75 minutes

Value
50% of the Part A mark

... Page 2

- **Section II:**
Functional Writing

Suggested time
45 minutes

Value
30% of the Part A mark

... Page 12

- **Section III:**
Response to Visual Communication

Suggested time
30 minutes

Value
20% of the Part A mark

... Page 22

Time: 2 1/2 hours. You may take an additional 1/2 hour to complete the examination.

Instructions

- Read the **whole** examination before you begin to write.
- Follow instructions carefully.
- Complete **all three** assignments.
- Space is provided in this booklet for planning and drafting and for your revised work. Please write your revised work in blue or black ink.
- You may use a non-electronic English language dictionary and a thesaurus, but you may not use any other reference materials.
- Budget your time carefully; the suggested time for each section is a guideline for you.
- Do not write your name anywhere in this booklet.

SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested Time: 75 minutes)

Read the excerpt from the novel *Annie John* and complete the assignment that follows.

from ANNIE JOHN

The narrator and her parents have decided that she will leave her home in Antigua in the West Indies to travel to England, where she will study to become a nurse. She is seventeen years old, and, until the moment described in the excerpt below, she has eagerly anticipated her departure. Her mother and father have walked with her to the jetty at the water's edge and are planning to accompany her on the launch to the ship that will take her to England.

Now, too, I had nothing to take my mind off what was happening to me. My mother and my father—I was leaving them forever. My home on an island—I was leaving it forever. What to make of everything? I felt a familiar hollow space inside, I felt I was being held down against my will. I felt I was burning up from head to toe. I felt that someone was tearing me up into little pieces and soon I would be able to see all the little pieces as they floated out into nothing in the deep blue sea. I didn't know whether to laugh or cry. I could see that it would be better not to think too clearly about any one thing. The launch was being made ready to take me, along with some other passengers, out to the ship that was anchored in the sea. My father paid our fares, and we joined a line of people waiting to board. My mother checked my bag to make sure that I had my passport, the money she had given me, and a sheet of paper placed between some pages in my Bible on which were written the names of the relatives—people I had not known existed—with whom I would live in England. Across from the jetty was a wharf, and some stevedores were loading and unloading barges. I don't know why seeing that struck me so, but suddenly a wave of strong feeling came over me, and my heart swelled with a great gladness as the words "I shall never see this again" spilled out inside me. But then, just as quickly, my heart shriveled up and the words "I shall never see this again" stabbed at me. I don't know what stopped me from falling in a heap at my parents' feet.

When we were all on board, the launch headed out to sea. Away from the jetty, the water became the customary blue, and the launch left a wide path in it that looked like a road. I passed by sounds and smells that were so familiar that I had long ago stopped paying any attention to them. But now here they were, and the ever-present "I shall never see this again" bobbed up and down inside me. There was the sound of the seagull diving down into the water and coming up with something silverish in its mouth. There was the smell of the sea and the sight of small pieces of rubbish floating around in it. There were

Continued

boats filled with fishermen coming in early. There was the sound of their voices as they shouted greetings to each other. There was the hot sun, there was the blue sea, there was the blue sky. Not very far away, there was the white sand of the shore, with the run-down houses all crowded in next to each other, for in some places only poor people lived near the shore. I was seated in the launch between my parents, and when I realized that I was gripping their hands tightly I glanced quickly to see if they were looking at me with scorn, for I felt sure that they must have known of my never-see-this-again feelings. But instead my father kissed me on the forehead and my mother kissed me on the mouth, and they both gave over their hands to me, so that I could grip them as much as I wanted. I was on the verge of feeling that it had all been a mistake, but I remembered that I wasn't a child anymore, and that now when I made up my mind about something I had to see it through. At that moment, we came to the ship, and that was that.

Jamaica Kincaid

Contemporary American writer born in St. John's, Antigua.
She has been a contributor to *The New Yorker* since 1974.

THE ASSIGNMENT

In the excerpt from *Annie John*, the narrator tells of a time when she faces the consequences of having made an important and difficult choice. The choice has potential to greatly influence her life, and it arouses conflicting feelings in her. She believes, however, that once she has made her choice, she must "see it through."

What is your opinion of the narrator's belief that choices, once made, must be followed through?

In your writing, you should

- consider the narrator's thoughts and feelings
- use your own observations and/or experiences to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 6, 8, and 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for revised work on pages 7, 9, and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 8 and 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for revised work on pages 9 and 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

There is additional space for planning and drafting on page 10.

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on page 11.

Section I: Personal Response to Literature

PLANNING AND DRAFTING

Section I: Personal Response to Literature

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION II: FUNCTIONAL WRITING
(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

You are the Grade 12 representative on the Nalwen High School Students’ Council. You drive to school regularly and park your vehicle in the students’ parking lot.

Nalwen Town Council thinks that the students’ parking lot, which is on town land, will be a suitable site for a computer manufacturing company wanting to locate in Nalwen. The Town Council has decided to take away the students’ parking lot and has suggested that Nalwen High School students can park their vehicles in the small area south of Nalwen High School.

Students who drive their vehicles to school regularly have asked you to speak on their behalf at the Nalwen Town Council meeting to be held on June 16. These students want you to persuade Nalwen Town Council to reverse its decision.

You have received a number of suggestions from fellow students and these suggestions have helped you to decide what to say on June 16. A friend has drawn a map of the area to help you to visualize the problem and to propose alternatives. (See page 13.)

THE ASSIGNMENT

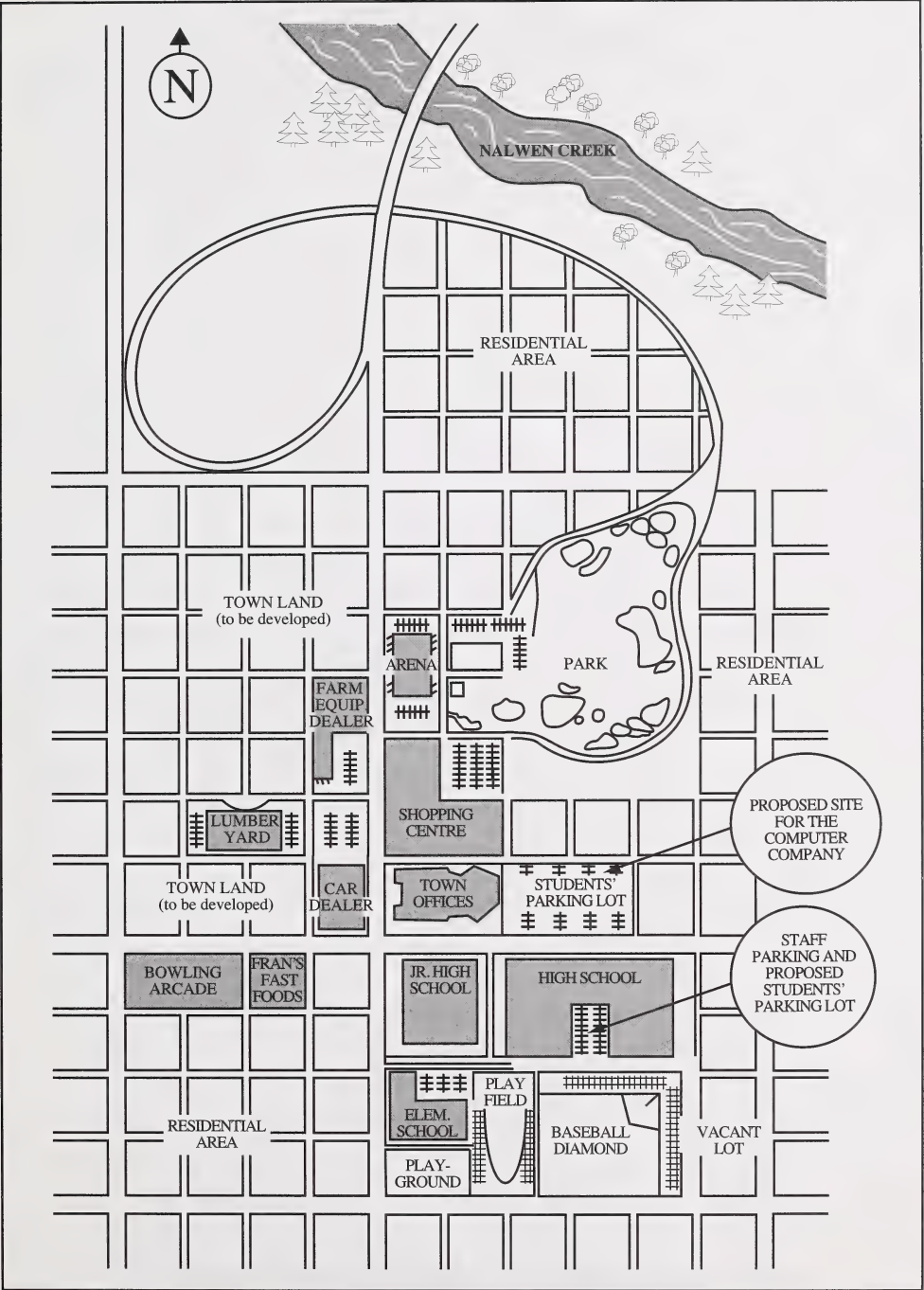
Write the speech that you will give to Nalwen Town Council on June 16 to persuade council members not to take away the students’ parking lot.

In preparing your speech, BE SURE to

- consider your purpose and consider the suggestions made by the students you will be representing
- study the map on page 13 and consider alternative sites for the computer manufacturing company
- use an appropriate tone

Continued

Section II: Functional Writing



Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 16 and 18.

Section II: Functional Writing

REVISED WORK

Your Worship, Town Councillors:

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for revised work on pages 17 and 19.

Section II: Functional Writing

PLANNING AND DRAFTING

There is additional space for planning and drafting on page 18.

Section II: Functional Writing

REVISED WORK

[illegible]

There is additional space for revised work on page 19.

Section II: Functional Writing

PLANNING AND DRAFTING

Section II: Functional Writing

REVISED WORK

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GO ON TO SECTION III

SECTION III: RESPONSE TO VISUAL COMMUNICATION



Continued

SECTION III: RESPONSE TO VISUAL COMMUNICATION

(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea(s) does the photograph communicate? Explain how the details in the photograph and the photographer's choices reinforce the idea(s).

PLANNING AND DRAFTING

There is additional space for planning and drafting on pages 24 and 26.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

There is additional space for planning and drafting on page 26.

Section III: Response to Visual Communication

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

There is additional space for revised work on page 27.

Section III: Response to Visual Communication

PLANNING AND DRAFTING

Section III: Response to Visual Communication

REVISED WORK

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Credits

Jamaica Kincaid. From *Annie John* (Farrar, Straus & Giroux). Reprinted by permission of Farrar, Straus & Giroux.

Photograph by Emanuel Lowi from *Canadian Geographic*, November/December 1994. Reprinted by permission of Emanuel Lowi.

***Do Not Write
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June 1995

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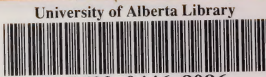
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